**REFLECTION K-4**

**What excites you about our Fridays?**

* Learn more about our students on different levels (1)
* Students seeing us as life-long learners
* Students get to initiate their own learning in purposeful, meaningful ways (1)
* Supports differentiation (1)
* Supports creating information for a global audience (1)
* Challenge for highly efficient students to go to the next level, go deeper (1)
* Curiosity notebooks (1)
* The possibility of interacting with students in a new/different/more meaningful way (s)
* The idea that this type of learning might level the playing field -those who struggle academically may rise to the top.
* Having time to work on projects (4)
* We’ll be able to maintain the focus and momentum of projects (4)
* Scheduled time to work with other teachers - collaboration with colleagues (4)
* It’s open to our own design and flexible - we can try different things (4)
* Kids have choice (4)
* Final product could help focus the process (4)
* Opportunity or interdisciplinary work - applying skills from different subjects (4)
* Kids have the opportunity to make connections across subjects (4)
* The opportunity for specials teachers to connect with kids through projects (2)
* Having multiple teachers consistently in a class of students (continuity for both students and teachers allows everyone to build from week to week) (2)

**What skills do you want your students to learn/practice on Fridays?**

* Time management (1)
* Perserverence (1)
* Self-reflection (1)
* Collaborative reflection -"tuning protocol style"
* The desire to learn more/learning how to pursue an interest (s)
* Both teachers and students will be learners (s)
* creativity (s)
* Applying what they learn in school in a meaningful way in the community (s)
* Resiliency - being able to fail/look at the process not the product, thinking about "what will is change for next time?/what worked or didn't work?/how can I make this better?" (s)
* Letting go of control - will teachers be able to do this? (S)
* Collaboration (4)
* Research (determining importance, making inferences, critical thinking) (4)
* Public speaking (4)
* Social problem-solving (4)
* Developing confidence - seeing themselves as experts (4)
* Arts skills/other curricular skills (4)
* Apply the skills they’ve learned in the arts to their projects (4)
* Using technology (4)
* Sharing with each other, so they can all gain ideas and inspiration in a natural way (2)
* Intrinsic desire to learn about the world around them and to not wait to learn (kathleen)

**What concerns do you have?**  ***Share any concerns you have in the form of a***

***question.***

* Are there overarching skills we want our students to develop? (1)
* Should there be a scope and sequene of skills by grade level?ce?
* How will we manage the time with students when they finish early? (1)
* How will we take advantage of the special teachers without overwhelming them without structure? (1)
* Are we challenging our students enough (1)
* What will assessment look like?(s)
* What will the role of specials teachers be? (S)
* If student comes up with supply list, who buys the supplies? (1)
* How much of what is done on Fridays be student designed?/teacher designed? (S)
* Managing technology- sharing it, using it, learning it (4)
* Math teachers’ planning time is limited because of their course load - when will they have time to collaborate? (4)
* How different will Fridays really be? How will we be sure to do things in a very different way than we do now? (2)
* Should we have a framework of what should be included in each grade level, so there is some consistency across the LS? Sort of a skeleton (i.e. each Friday includes time to share, a rubric, etc.) (2)
* What will scaffolding look like, and what are the building blocks that will lead us to a project such as the Curiosity Project? (2)
* What access will we have to technology, given that all classes are working on their projects during the same block of time? (2)
* Too much consistency - not enough flexibility (4)
* Time to keep up with kids’ projects - monitor their progress (4)

**What do you feel you will need?**

* Support for resources...technology, books, supplies (1)(s)
* Flexibility from special teachers (1)and homeroom teachers (s)
* Time (s)
* PD on PBL (s)
* Talk to or visit schools that have implemented a day like this
* Does end product need to be a presentation? (S) how could focus be shifted to productivity/accountability? (S)
* Planning time - time to collaborate (4)
* Reflecting/sharing time with other grade levels and specialists (4)
* 1-1 iPads (4)

**What should we call our Fridays?**

* Curiosity Fridays?
* Opening Doors/Open Door Fridays
* Pathways (4)

**First grade Fridays may look like this…**

* First four weeks teacher would lead a project to model and provide scaffolding for the process.
* Focus on the 3 D’s...Dream It, Design It, Do It
* Students will have a Curiosity Notebook where they will brainstorm ideas. Students create a question for their project. (Dream It)
* Students will create flow charts, lists, webs, writing to demonstrate process, record information. (Design It)
* Students will present final product in some way for an authentic audience. (Do It)
* Students may share their ongoing process at a designated time.
* Students present final product as they finish.
* Fridays will be divided into Curiosity Project and Problem Based Learning (Content)

Kathleen's reflection

Friday's are an opportunity to open learning up and to provide time to learn deeply and to learn how to learn. I think it can be scary in particular because as teachers we are used to defining and controlling the path and the outcomes. In this case we are a support system. In order for this to instill and nurture curiosity and an intrinsic desire to learn, we will have to learn to step back and be comfortable with the undefined. A challenge for us as a ls and teams will be to come up with a skeletal framework that guides the Fridays. I use the word skeletal because if we add the muscle and flesh than it will not be student driven inquiry. The opportunities and ways to configure are endless. Now we just need the time to create our skeletons and definition of our goal as a school. As with all good inquiry learning, today has lead to more questions than answers.